

Analysis of the Relationship of Religious Character, Perseverance and Learning

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Submission date: 09-Jul-2022 06:17PM (UTC+0700)

Submission ID: 1868292662

File name: lationship_of_Religious_Character,_Perseverance_and_Learning.pdf (392.74K)

Word count: 7606

Character count: 39221



Analysis of the Relationship of Religious Character, Perseverance and Learning Motivation of Junior High School Students

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Abstract: The urgency of doing this research is so that educators and students have a reference on how the relationship between religion, perseverance and learning motivation in learning Islamic Religious Education. In addition, this study also aims to determine the relationship between religious attitudes and student learning persistence at SMPN 2 Bengkulu City and SMPN 2 Jambi City in the subject of Islamic Religious Education. The research design used is a quantitative research method with a correlational research design. The number of samples studied amounted to 140 students. The results showed that in the T test there was a significant comparison between variables and in the correlation test there was a significant relationship between religious attitudes, persistence and learning motivation of students at SMPN 2 Bengkulu City and SMPN 2 Jambi City on Islamic Religious Education Subjects. The implications of this research are expected to be a reference for educators and students in improving and understanding the religious character, perseverance and learning motivation of students, so that it has a good impact on the learning process, especially in Islamic religious education subjects.

Keywords: character education, religious, perseverance, motivation

Recommended citation: Amin, A., Alimni, Kurniawan, D. A., Perdana, R., Pratama, W. A., & Triani, E. (2022). Analysis of the Relationship of Religious Character, Perseverance and Learning Motivation of Junior High School Students. *Journal of Innovation in Educational and Cultural Research*, 3(4), 536-547.

INTRODUCTION

In character education, there are values that must be prioritized, including the values contained in the goals of national education, religion, Pancasila, and culture. Serious handling is needed on national character development due to the subtle influence of globalization on the nation's character, where character education in the cultural context of religious schools can trigger students' religious character (Marini et al., 2018; Hardiansyah & Mas'odi, 2022; Rochadiana et al., 2022). Character is a special characteristic of a human being that distinguishes him from other humans which makes one of the subjects that pours character education, especially religious values in it, namely Islamic religious education. As a planned effort to prepare students to know, understand, have faith, be pious, have noble character, and realize religious values that harmonize their mastery in science, technology, and art, the main source of which is the holy book al-Quran and hadits (Saputra et al., 2021; Remiswal et al., 2022; Suwama & Apriyani, 2022). Islamic religious education is normative and theoretical so that it is closely related to character values that are special characteristics of individuals that make them different from other individuals (Nurmawati et al., 2021; Wahyani et al., 2022).

Islamic religious education teaches about good and bad things that can and cannot be done which are contained in religious character. The implementation of religious character education is useful for minimizing deviant behavior contained in Islamic religious education materials and must be applied in everyday life so that religious character is important for every human being to have (Astuti et al., 2020; Sari et al., 2021; Susilawati et al., 2022). The cultivation of religious character is formally regulated by the Indonesian state, namely through the national education system law and the regulation of the minister of religion in which religious values are contained in the form of principles of ethical behavior, morals, which are built on traditions and religious beliefs (Fitriani & Fibriana, 2020; Hayati et al., 2020; Taja et al., 2021). With the planning of character education integrated with religious values so that the religious values contained can be a provision for the younger generation to face an increasingly modern era both in attitude and thinking (Aisyah & Suratno, 2019; Suyatno et al., 2019). Having a religious character will have a good impact on students, one of which is not easily discouraged and continues to be diligent in learning.

The persistence of student learning is very important for students to have in learning. Students who have perseverance, determination and resilience in working intensively to be productive in the face of one or more dominant obstacles will succeed in their studies (DiNapoli, 2018; Colognesi et al., 2020). Persistence is a

vigorous effort in achieving goals and doing and giving the best as a result of the work done where specific actions of persistence are in the stage of solving problems that are easy to form (Alexakos et al., 2011; DiNapoli, 2019; Seibert, 2020). Perseverance of effort refers to an individual's tendency to invest long-lasting energy over a long period of time, whereas consistency of interest refers to the consistency of one's desire for higher-level goals, even when facing challenges, obstacles, or failures (Teimouri et al., 2018; Amawidyati et al., 2021). Students' disloyalty is characterized by only memorizing the material and not asking questions when needed (Sauvé et al., 2018).

To minimize this, a stimulus from inside and outside students is needed which can be in the form of motivation in learning. Motivation is the element that activates the desire and energy in people to continue to be interested and committed to work, study, or to make efforts to achieve goals that are believed to be important (Ryan, 2012; Sharipovna & Oybekovna, 2019; Safaruddin et al., 2020). Motivation is a reason for someone to do something, especially with regard to students, motivation for academic achievement is very important (Guay & Burea, 2018; Sivrikaya, 2019). Indicators of learning motivation are diligent in doing tasks (consistent, never stop before finishing), tenacious in facing difficulties (not giving up easily), showing interest in various problems, preferring to work independently, getting bored quickly (Rorimpandey et al., 2022). Individual motivation can come from other people or events (extrinsic motivation) such as teacher guidance to dare to ask questions and peers in group moments or it may come from within the individual (intrinsic motivation) (Vincent & Kumar, 2019; Marini et al., 2020).

Previously, research on motivation and perseverance has been carried out by Ashraf et al. (2018) where the research is relevant to the current research. The results of previous research are that students who try to choose the appropriate major at the beginning of their college career graduate in a more timely manner. The difference in the current research conducted by researchers is related to the persistence and motivation of students to study in Islamic religious education subjects in junior high schools. Then the research that is relevant to the current research is carried out by Xu et al. (2021). Where previous research also examined the persistence and motivation to learn. However, previous studies have shown that persistence has a more positive relationship with achievement in East Asian cultures than in Western cultures. So that the novelty in this study from previous research is examining the differences in student persistence in each junior high school and the relationship between student learning perseverance and learning motivation of junior high school students.

As for the previous research conducted Muhtar et al. (2019) which examines the religious character of students is important to be applied to every learning in accordance with the demands of the 2013 curriculum. Based on the explanation described above, here the researcher aims to conduct research to analyze the relationship between the religious character of junior high school students in learning Islamic religious education on learning persistence and students' learning motivation at SMPN 2 Jambi and SMPN 2 Jambi City. This research is important to do in order to be a reference for educators in dealing with problems that occur related to the disinterest of students in learning.

METHODS

Types of Research

The type of research used in this research is associative quantitative research method with correlational research design. This research is an associative research, so the correlational research design is then used. Correlation Design is a procedure in quantitative research that researchers use to measure the relationship between two or more variables using analytical procedures (Syaiful, 2021).

Population And Sample

The research subjects were students of SMP 2 Bengkulu City and SMP 2 Jambi City, using purposive sampling technique. Purposive sampling technique is a data collection technique based on criteria where the population of junior high school students studied amounted to 140 students consisting of 70 students in each school. The sampling technique in this study used the Random Sampling technique, the random sampling technique, namely the technique of determining the sample by doing randomly in the population (Campbell et al., 2020).

Research Instruments

In this study, the instrument used in this study was a student questionnaire. Likert scale the alternatives used by researchers for positive statements are strongly agree (SS) with 5 points, agree (S) with 4 points, neutral (N) with 3 points, disagree (TS) with 2 points, and strongly disagree with points. 1. As for the alternative negative statements, namely strongly agree (SS) with 1 point, agree (S) with 2 points, neutral (N) with 3 points, disagree (TS) with 4 points, and strongly disagree with 5.

Table 1. Grid of students' religious questionnaire instruments on Islamic Religious Education Subjects

Variable	Indicator	No. question items
Students' religious character	Confidence	1, 2, 3, 4, 5, 6
	Experience	7, 8, 9, 10, 11, 12, 13
number of statements		19

Furthermore, the lattice of the questionnaire instrument of the student learning persistence variable and the indicators used in this study. Where obtained from a multiple choice questionnaire consisting of 26 questions, and 23 questions valid with a cronbach alpha of 0.76.

Table 2. The lattice of the questionnaire instrument for student learning persistence in Islamic Religious Education Subjects.

Variable	Indicator	No. question items
student learning perseverance	Do not procrastinate the completion of work	1, 2, 3, 4
	Always want to try more challenging jobs	11, 12, 13, 14, 15, 16
Number of statements		10

The table of student motivation questionnaires on Islamic religious subjects is as follows:

Table 3. Grid of Student Motivation Questionnaire Instruments in Islamic Religion Subjects

Variable	Indicator	No. question items
Student's motivation to study	There is a desire and desire to succeed	1,2,3,4
	There is a drive and a need for learning	5,6,7
	There are hopes and aspirations for the future	8,9,10
	There is appreciation in learning.	11,12,13,14
	There are interesting activities in learning	15,16,17
	There is a conducive learning environment	18,19,20
	Number of statements	20

The categories of the student's religious questionnaire on Islamic Religious Education Subjects are as follows:

Table 4. Categories of student religious questionnaires on Islamic Religious Education Subjects

Category	Interval indicator	
	Confidence	Experience
Not very good	6.0 – 10,8	7.0 – 12.6
Not good	10.9 – 15.6	12.7 – 18.2
Enough	15.7 – 20.4	18.3 – 23.8
Well	20.5 – 25.2	23.9 – 29.4
Very good	25.3 – 30.0	29.5 – 35.0

The categories in the student learning perseverance questionnaire in Islamic Religious Education Subjects are as follows:

Table 5. Questionnaire categories of student learning perseverance in Islamic Religious Education Subjects

Category	Interval indicator	
	Do not procrastinate the completion of work	Always want to try more challenging jobs
Not very good	4,0 – 7,2	6,0 – 10,8
Not good	7,3 – 10,4	10,9 – 15,6
Enough	10,5 – 13,6	15,7 – 20,4
Well	13,7 – 16,8	20,5 – 25,2
Very good	16,9 – 20,0	25,3 – 30,0

The categories of student learning motivation in Islamic subjects are as follows:

Table 6. Categories of student learning motivation in Islamic subjects

Category	Interval indicator
	Student's motivation to study
Not very good	20.0 - 36.0
Not good	36.1 - 52.0
Enough	52.1 - 68.0
Well	68.1 - 84.0
Very good	84.1 - 100

Data Analysis Technique

This research data collection method uses data collection by making observations (Sintawati & Abdurrahman, 2020). To test the quantitative data in the form of the results of the questionnaire, then several tests were carried out. The first test carried out is descriptive statistical test, then the prerequisite test, the prerequisite test carried out in this study is the normality test. The normality test is carried out to see that the data is normally distributed, if the significance value is > 0.05 the data is said to be normal, the Linearity test is to determine whether two variables have a linear relationship or not if P sig in the Anova table for Deviation from Linearity is more than Alpha 0.05 and the homogeneity test is to see the level of homogeneity by looking at Levene's Test for Equality of Variance on SPSS software with the test criteria used were sig > with a level of = 0.05 (Creswell, 2014; Sultoni et al., 2020). Then after the prerequisite test is done, the hypothesis is tested. The hypothesis test that the researcher uses is the T test and the correlation test. The t-test is used to determine the comparison of religious attitude variables to students' learning persistence. Correlation test is used to determine the relationship between the variable of religious attitudes with student learning persistence.

Research Procedure

In the research procedure, the first thing the researcher did was to prepare the instrument to be used in the study, then determine the population and sample, after that to collect data, the first thing to do was to distribute questionnaires to students from SMP 2 Bengkulu City and SMP 2 Jambi City. Then the questionnaire data was processed using the SPSS application, to see descriptive statistics, test assumptions and test hypotheses. The data collection procedure in this study is in accordance with the following diagram:



Figure 1. Analytical Research procedure

RESULT AND DISCUSSION

Descriptive statistical test

The description of the results for the variable Religious Attitude of students of SMP 2 Bengkulu City and SMP 2 Kota Jambi towards Islamic Religious Education subjects on the indicator of Faith is shown in the table below:

Table 7. Description of the results for the variable Religious Attitude of students of SMP 2 Bengkulu City and SMP 2 Kota Jambi towards Islamic Religious Education subjects on the indicator of Faith

Student response	Interval	F	%	Category	Mean	Med	Min	Max
SMP 2 Kota Bengkulu	6,0 – 10,8	0	0%	Very Not Good	24,8	22,3	17,2	30,0
	10,9 – 15,6	0	0%	Not good				
	15,7 – 20,4	24	33.4%	Enough				
	20,5 – 25,2	31	43.9%	Well				
	25,3 – 30,0	15	22.7%	Very good				
SMP 2 Kota Jambi	6,0 – 10,8	0	0%	Very Not Good	24,9	24,1	16	30,0
	10,9 – 15,6	0	0%	Not good				
	15,7 – 20,4	16	22.4%	Enough				
	20,5 – 25,2	42	59.6%	Well				
	25,3 – 30,0	12	17.7%	Very good				

Based on the table, the results for the variable Religious Attitude of students of SMP 2 Bengkulu City and SMP 2 Kota Jambi towards Islamic Religious Education subjects on the indicator of Faith, it was found that at SMP 2 Bengkulu City the highest dominant percentage was 43.9% with a good category while SMP 2 Kota Jambi the highest dominant percentage was 59.6% with good category.

The description of the results for the variable Religious Attitude of students of SMP 2 Bengkulu City and SMP 2 Kota Jambi towards Islamic Religious Education subjects on the Experience indicator is shown in the table below:

Table. 8 Description of the results for the variable Religious Attitude of students of SMP 2 Bengkulu City and SMP 2 Kota Jambi towards Islamic Religious Education subjects on experience indicators

Student response	Interval	F	%	Category	Mean	Med	Min	Max
SMP 2 Kota Bengkulu	7,0 – 12,6	0	0%	Very Not Good	27,2	28,5	16	35
	12,7 – 18,2	3	4.3%	Not good				
	18,3 – 23,8	12	17.4%	Enough				
	23,9 – 29,4	40	56.6%	Well				
	29,5 – 35,0	15	20.7%	Very good				
SMP 2 Kota Jambi	7,0 – 12,6	0	0%	Very Not Good	25,2	27,4	16,7	35
	12,7 – 18,2	0	0%	Not good				
	18,3 – 23,8	23	31.1%	Enough				
	23,9 – 29,4	33	48.9%	Well				
	29,5 – 35,0	14	20%	Very good				

Based on the table, the results for the variable of Religious Attitude of students of SMP 2 Bengkulu City and SMP 2 Kota Jambi towards Islamic Religious Education subjects on the Experience indicator, it was found that at SMP 2 Bengkulu City the highest dominant percentage was 56.6% with a good category while SMP 2 Kota Jambi the highest dominant percentage is 48.9% with good category.

The description of the results for the variables of Student Diligence in SMP 2 Bengkulu City and SMP 2 Kota Jambi on Islamic Religious Education subjects on the indicator Not procrastinating the completion of work is shown in the table below:

Table. 9 Description of the results for the variable of Student Perseverance in SMP 2 Bengkulu City and SMP 2 Kota Jambi on Islamic Religious Education subjects on the indicator Not procrastinating when completing work

Student response	Interval	F	%	Category	Mean	Med	Min	Max
SMP 2 Kota Bengkulu	4,0 – 7,2	0	0%	Very Not Good	13,8	14,9	11	20
	7,3 – 10,4	0	0%	Not good				
	10,5 – 13,6	40	58.3%	Enough				
	13,7 – 16,8	23	30.4%	Well				
	16,9 – 20,0	7	10%	Very good				
SMP 2 Kota Jambi	4,0 – 7,2	0	0%	Very Not Good	16,2	16,7	12	20
	7,3 – 10,4	0	0%	Not good				
	10,5 – 13,6	22	31.1%	Enough				
	13,7 – 16,8	34	49.3%	Well				
	16,9 – 20,0	14	20%	Very good				

Based on the table, the results for the variable Student Perseverance of students of SMP 2 Bengkulu City and SMP 2 Kota Jambi towards Islamic Religious Education subjects on the indicator Not procrastinating when completing work, it was found that at SMP 2 Bengkulu City the highest dominant percentage was 58.3 % with sufficient category while at SMP 2 Kota Jambi the highest dominant percentage was 48.9% with good category.

The description of the results for the variable of Student Perseverance at SMP 2 Bengkulu City and SMP 2 Kota Jambi on Islamic Religious Education subjects on the indicator Always wanting to try a more challenging job is shown in the table below:

Table 10 Description of the results for the variable of Student Perseverance at SMP 2 Bengkulu City and SMP 2 Kota Jambi on Islamic Religious Education subjects on indicators Always want to try more challenging jobs

Student response	Interval	F	%	Category	Mean	Med	Min	Max
SMP 2 Kota Bengkulu	6,0 – 10,8	0	0%	Very Not Good	25,4	24,6	17	30
	10,9 – 15,6	0	0%	Not good				
	15,7 – 20,4	24	33.4%	Enough				
	20,5 – 25,2	31	43.9%	Well				
	25,3 – 30,0	15	22.7%	Very good				
SMP 2 Kota Jambi	6,0 – 10,8	0	0%	Very Not Good	24,9	25,1	16	30
	10,9 – 15,6	0	0%	Not good				
	15,7 – 20,4	23	31.1%	Enough				
	20,5 – 25,2	33	47.9%	Well				
	25,3 – 30,0	14	20%	Very good				

Based on the table, the results for the variable Student Perseverance of students of SMP 2 Bengkulu City and SMP 2 Kota Jambi towards Islamic Religious Education subjects on the indicator Always wanting to try a more challenging job, it was found that in SMP 2 Bengkulu City the highest dominant percentage was 43.9 % in good category while at SMP 2 Kota Jambi the highest dominant percentage was 48.9% with good category.

The description of the results for the variable of student learning motivation of SMP 2 Bengkulu City SMP 2 Jambi City on Islamic subjects is shown in the table below:

Table 11. Description of student motivation for learning at SMP 2 Bengkulu City SMP 2 Jambi City on Islamic subjects

Student response	Interval	F	%	Category	Mean	Med	Min	Max
SMP 2 Kota Bengkulu	20.0-36.0	0	0%	Very Not Good	69,3	72,4	53	100
	36.1-52.0	0	0%	Not good				
	52.1-68.0	22	31.4%	Enough				
	68.1-84.0	32	44.9%	Well				
	84.1-100.0	16	23.7%	Very good				
SMP 2 Kota Jambi	20.0-36.0	0	0%	Very Not Good	65,3	71,3	56	100
	36.1-52.0	0	0%	Not good				
	52.1-68.0	38	56.3%	Enough				
	68.1-84.0	25	33.4%	Well				
	84.1-100.0	7	10%	Very good				

Based on the table, the learning motivation of students in SMP 2 Bengkulu City and SMP 2 Jambi City towards Islamic subjects, it was found that the highest dominant percentage was in SMP 2 Bengkulu City at 44.9% in the sufficient category. Then the highest dominant percentage in SMP 2 Jambi City is 56.3% in the good category. So it can be said that in SMP 2 Bengkulu City Dominant is better.

Normality test

The normality test is a test that is useful for determining data that is normally distributed, the data is said to be normally distributed if the value of sig. > 0.05. The description of the results of the normality test of Religious Attitudes, Study Diligence and learning motivation for students of SMP Negeri 2 Bengkulu City and SMP Negeri 2 Jambi City in the subject of Islamic Religious Education is shown in the table below:

Table 12. Descriptions of the results of the normality test of Religious Attitudes, Perseverance, and Learning Motivation of Students at SMPN 2 Bengkulu City and SMPN 2 Jambi City in Islamic Religious Education Subjects

Schools	Variable	Kolmogorov-Smirnov		
		Statistic	Df	Sig.
SMP 2 Kota Bengkulu	Religious Attitude	.083	140	.200*
	Study Perseverance	.145	140	.200
	motivation to learn	.093	140	.200
SMP 2 Kota Jambi	Religious Attitude	.091	140	.200
	Study Perseverance	.095	140	.200*
	motivation to learn	.091	140	.200

Based on the results of the normality test table above, it can be concluded that the data is normally distributed. The results of the normality test were obtained with the results of the Kolmogorov-Smoirnov test, with a significance value > from 0.05.

Linearity test

Linearity test is a test used to determine the form of a linear relationship between variables. The condition of the data is said to be linearly related if the value of sig. < 0.05. The description of the results of the linearity test of Religious Attitudes, Perseverance and Learning Motivation of Students of SMP 2 Bengkulu City and SMP 2 Jambi City on Islamic Religious Education subjects is shown in the table below:

Table 13. Description of the Linearity Test Results of Religious Attitudes, Perseverance and Learning Motivation of Students of SMP Negeri 2 Bengkulu City and SMP Negeri 2 Jambi City on Islamic Religious Education Subjects

Schools	Variable	Kolmogorov-Smirnov ^a Sig	Deviation from linearitas Sig
SMP 2 Kota Bengkulu	Religious Attitude	0.024	0.024
	Study Perseverance	0.025	0.025
	motivation to learn	0.022	0.022
SMP 2 Kota Jambi	Religious Attitude	0.048	0.042
	Study Perseverance	0.049	0.043
	motivation to learn	0.038	0.038

Based on the table above, it can be concluded that in the linearity test the variables above have a linear relationship between the variables of Religious Attitude, Perseverance and Learning Motivation of students at SMP Negeri 2 Bengkulu City and SMP Negeri 2 Jambi City in the subject of Islamic Religious Education. It is proven that the result of sig is less than 0.05.

Homogeneity

Homogeneity test is a test used to determine whether the variance of the data distribution is the same (homogeneous) or not the same (non-homogeneous). The data requirements are said to be homogeneous if the value of sig. > 0.05. An overview of the results of the Homogeneity of Religious Attitudes, Perseverance and Learning Motivation of Students of SMP Negeri 2 Bengkulu City and SMP Negeri 2 Jambi City on Islamic Religious Education subjects is shown in the table below:

Table 14. Description of Homogeneity Test Results of Religious Attitudes, Perseverance and Motivation in Learning for Students of SMP 2 Bengkulu City and SMP 2 Jambi City on Islamic Religious Education Subjects

Schools	Variable	N	Sig. (2-tailed)
SMP 2 Kota Bengkulu	Religious Attitude	140	0.037
	Study Perseverance		0.038
	motivation to learn		0.021
SMP 2 Kota Jambi	Religious Attitude	140	0.047
	Study Perseverance		0.048
	motivation to learn		0.032

Based on the table, it was obtained, the results of the homogeneity test obtained were a significance value > 0.05 , so it can be concluded that the data of Religious Attitude and Perseverance in learning for students of SMP 2 Bengkulu City and SMP 2 Kota Jambi on Islamic Religious Education subjects are homogeneous. It is proven that the result of sig (2-tailed) is less than 0.05.

Hypothesis testing

In testing this hypothesis, the tests carried out are T test and correlation test. T test aims to determine whether there are differences between variables. while the correlation test aims to determine the relationship between the three variables. The description of the results of the t-test of Religious Attitude, Perseverance and Learning Motivation for Students of SMP 2 Bengkulu City and SMP 2 Jambi City in the subject of Islamic Religious Education is shown in the table below:

Table 15. T-Test of Religious Attitudes, Perseverance and Learning Motivation of Students of SMP 2 Bengkulu City and SMP 2 Kota Jambi City on Islamic Religious Education subjects

School	Variable	N	Sig. (2-tailed)
SMP 2 Kota Bengkulu	Religious Attitude	140	0.034
	Study Perseverance		0.028
	motivation to learn		0.037
SMP 2 Kota Jambi	Religious Attitude	140	0.028
	Study Perseverance		0.029
	motivation to learn		0.033

Based on the table above, it can be concluded that there is a significant comparison between SMP 2 Kota Bengkulu and SMP 2 Kota Jambi. Proven from the results of sig. (2-tailed) is less than 0.05.

The description of the results for the correlation test of Religious Attitudes, Perseverance and Learning Motivation of students of SMP 2 Kota Bengkulu and SMP 2 Kota Jambi on Islamic Religious Education subjects is shown in the table below:

Table 16. Correlation test of Religious Attitudes, Perseverance and Learning Motivation of students of SMP 2 Bengkulu City and SMP 2 Kota Jambi on Islamic Religious Education subjects

School	Variable	N	Sig. (2-tailed)
SMP 2 Kota Bengkulu	Religious Attitude	140	0.034
	Study Perseverance		0.028
	motivation to learn		0.037
SMP 2 Kota Jambi	Religious Attitude	140	0.028
	Study Perseverance		0.029
	motivation to learn		0.033

Based on the table, it was obtained, the results of the correlation test, namely the value of sig. (2-tailed) < 0.05 , it can be concluded that there is a relationship between Religious Attitudes, Perseverance and Learning Motivation for students of SMP 2 Bengkulu City and SMP 2 Kota Jambi on Education subjects Islam.

The first analysis carried out by the researcher was to perform a descriptive statistical analysis. descriptive statistics are statistics used in analyzing data by describing. Based on the table of descriptive statistics for the variable Religious Attitudes of students of SMP 2 Bengkulu City and SMP 2 Jambi City towards Islamic Religious Education subjects on the indicator of Faith, it is known that in SMP 2 Bengkulu City the highest dominant percentage is 43.9. % with good category while SMP 2 Jambi City the highest dominant percentage is 59.6% with good category. Furthermore, the table of descriptive statistics for the variable Religious Attitudes of students of SMP 2 Bengkulu City and SMP 2 Jambi City towards Islamic Religious Education subjects on the Experience indicator, it is known that in SMP 2 Bengkulu City the highest dominant percentage is 56.6. % in the good category, while SMP 2 Jambi City has the highest dominant percentage, which is 48.9% in the good category.

Furthermore, the results obtained descriptive statistics for the variable persistence of students in SMP 2 Bengkulu City and SMP 2 Jambi City on the subject of Islamic Religious Education on the indicator Not procrastinating in completing work, it was found that in SMP 2 Bengkulu City the highest percentage was 58.3% with sufficient category while in SMP 2 Jambi City the highest dominant percentage is 48.3% with good category. Furthermore, based on the results of descriptive statistics for the variable persistence of students in SMP 2 Bengkulu City and SMP 2 Jambi City on the subject of Islamic Religious Education on the indicator Always

wanting to try a more challenging job, it was found that in SMP 2 Bengkulu City the highest dominant percentage was 43.9%. with good category while in SMP 2 Jambi City the highest dominant percentage was 47.9% with good category. Then based on the results of descriptive statistics tables of student learning motivation at SMP 2 Bengkulu City and SMP 2 Jambi City on Islamic subjects, it is known that the highest dominant percentage is in SMP 2 Bengkulu City at 44.9% with a sufficient category. Then the highest dominant percentage in SMP 2 Jambi City is 56.3% in the good category. So it can be said that at SMP Negeri 2 Bengkulu City, Dominant is better

Based on the results of the normality test table, it can be concluded that the data is normally distributed. The results of the normality test were obtained with the Kolmogorov-Smirnov test results, with a significance value of $>$ than 0.05. Furthermore, based on the linearity test table, it can be concluded that in the linearity test the variables above have a linear relationship between the variables of Religious Attitude, Perseverance and Learning Motivation of students at SMP Negeri 2 Bengkulu City and SMP Negeri 2 Jambi City on subjects from Islamic Religious Education. It is proven that the result of sig is less than 0.05. Then, based on the homogeneity test table, the homogeneity test results obtained a significance value $>$ 0.05, so it can be concluded that the data on Religious Attitudes and Study Diligence of Students of SMP Negeri 2 Bengkulu City and SMP Negeri 2 Jambi City on Islamic Religious Education subjects are homogeneous.

Based on the table of results of the t-test of Religious Attitude, Perseverance and Learning Motivation of Students of SMP 2 Bengkulu City and SMP 2 Jambi City in the subject of Islamic Religious Education. It can be concluded that there is a significant comparison between SMP 2 Bengkulu City and SMP 2 Jambi City. It is proven from the results of sig. (2-tailed) is less than 0.05. Then in the table the results of the correlation test for Religious Attitude, Perseverance and Learning Motivation for students of SMP 2 Bengkulu City and SMP 2 Jambi City in the subject of Islamic Religious Education. correlation test results obtained, namely the value of sig. (2-tailed) $<$ 0.05, it can be concluded that there is a relationship between Religious Attitude, Perseverance and Learning Motivation of Students of SMP Negeri 2 Bengkulu City and SMP Negeri 2 Jambi City on Islamic Religious Education Subjects.

This research is in line with several previous studies. On the variable of students' religious nature, this research is in line with research conducted by Sultoni (2016) which says that religious values are one of the important character values developed in the 2013 curriculum, previous research was conducted on students of the same school and biology subjects. However, this research was conducted in 2 schools in different cities and on Islamic religious subjects. then on the variables about motivation and persistence has been done by Ashraf et al. (2018) where this research is relevant to the current research. The result of previous research is that students who try to choose the appropriate majors at the beginning of their college careers graduate more on time. The difference in research conducted by researchers today is related to the persistence and motivation of students to study in Islamic religious education subjects in junior high schools. In addition, research that is relevant to the current research conducted by Xu et al. (2021). Where previous research also examined the persistence and motivation to learn. However, previous research has shown that persistence has a more positive relationship with achievement in East Asian cultures than in Western cultures. So that the novelty in this study from previous research is to examine the differences in student persistence in each junior high school and the relationship between student persistence and student motivation in junior high school.

This research was conducted with the aim of knowing whether there are differences in religious attitudes, perseverance and learning motivation of students of SMP 2 Bengkulu City and SMP 2 Jambi City in the subject of Islamic Religious Education. In addition, this study also aims to determine the relationship between religious attitudes, perseverance and learning motivation of students at SMP 2 Bengkulu City and SMP 2 Jambi City on the subject of Islamic Religious Education. The generalization of this study is to determine the differences and the relationship between religious attitudes, perseverance and learning motivation of students of SMP 1 Bengkulu City and SMP 1 Jambi City in Islamic Religious Education Subjects. Where there is no research that examines the Religious Attitudes and Perseverance of student learning on Islamic Religious Education subjects in schools in various cities, besides using the same variables and indicators.

CONCLUSION

Based on the results of data analysis, it was concluded from the study of Religious Attitudes, Perseverance and learning motivation in student learning in Islamic religious education subjects at SMP 2 Bengkulu City and SMP 2 Jambi City with a total sample of 70 students in each school, so the total sample was 140 students, the sample was obtained using a random sampling technique. Based on the formulation of the problem in this study, it can be concluded that the results on the T-Test of Religious Attitudes, Perseverance and Learning Motivation of Students of SMP 2 Bengkulu City and SMP 2 Jambi City on the subject of Islamic Religious Education, it can be concluded that there is a significant comparison with the results (2-tailed) is less than 0.05. Then in the Correlation Test of Religious Attitudes, Perseverance and Learning Motivation of Students

of SMP 2 Bengkulu City and SMP 2 Jambi City on Islamic Religious Education Subjects, the correlation test results obtained are $\text{sig. (2-tailed)} < 0.05$, it can be concluded that there is a relationship between Religious Attitude, Perseverance and learning motivation in student learning at SMPN 2 Bengkulu City and SMPN 2 Jambi City in the subject of Islamic Religious Education. The implications of this research are expected to be a reference for educators and students in improving and understanding the religious character, perseverance and learning motivation of students, so that it has a good impact on the learning process, especially in Islamic religious education subjects.

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